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ABSTRACT

A successful enrollment management system consists of a marketing program that ensures congruency between the image projected to prospective students and the actual environs of the college, and of means for the academic and social integration of students once enrolled. This presentation offers guidelines for the development of such a system, using Brevard College as a model for discussion. First, the paper discusses admissions and recruitment procedures, focusing on planning, targeting students that the college can attract and retain, and developing an institutional promotion package that is consistent in theme, style, and approach. The next section offers guidance in selecting components of a retention system. Three models of student persistence are presented, as well as ideas on supporting academic and social integration, and on mitigating the effects of financial problems, work conflicts, family problems, and stress. The next section describes Brevard's retention system, explaining mechanisms for academic integration such as placement, survival skills training, academic assistance, an early warning system, academic challenge, career exploration, and financial aid. In addition, methods of promoting social integration through extracurricular activities and peer friendships are explored. Finally, Brevard's goal of creating a learning environment and its special admissions programs are briefly discussed. (AJL)

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Enrollment Management

National Seminar On Successful College Administration

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ENROLLMENT MANAGEMENT

TABLE OF CONTENTS

TOPIC	Page
Abstract	1
Presentation overview	2
I. Introduction: Brevard College	3
II. Enrollment Management: An Admissions Perspective	4
A. Planning	5
B. Targeting	6
C. Promotion	10
III. Selecting Components of a Retention System	18
A. Introduction	18
B. Some insights into why students leave	18
C. Theoretical models of persistence	18
D. Components of a comprehensive retention system	22
IV. Enrollment Management: Retention at Brevard College	25
A. Academic Integration	25
B. Social Integration	37
C. Concept of a Learning Environment	39
D. Special Admission Programs	39

ABSTRACT:

A successful enrollment management system consists of a marketing program that ensures congruency between the image projected to prospective students and the actual environs of the College, and of means for academic and social integration of the students once enrolled. The intent is to accurately identify students who "fit" the College, to recruit and retain them. This presentation describes "how to" develop such a system and shares possible pitfalls as well as successes.

PRESENTATION OVERVIEW:

The presentation will consist of three main components, Admissions, Academic Integration, Social Integration:

A. Admissions

At the beginning of any successful enrollment management program there is an admissions and recruiting process which defines a target market, presents the institution in an accurate and positive light to that market, and converts interest generated into matriculants to the institution. The admissions/recruitment segment of our presentation will outline strategies for generating targeted inquiries, determining appropriate promotion and positioning of the institution to its constitutents, and blueprinting management information flow systems designed to maximize conversion rates from application to matriculation.

B. Academic Integration

Brevard is a two-year private, liberal arts, primarily residential college. A 30% student attrition rate for the two years at Brevard took a noticeable jump for the class entering the fall of 1985. Of these freshmen, 41% did not return for the sophomore year. A number of previously existing disjointed activities designed to promote academic success were revitalized and linked together with some added supports to form a retention model. The components are an elaborate placement service; a one semester personal development course; learning contracts; student-peer tutoring; faculty laboratory support in writing, mathematics, accounting, computer science and biology; a course in career and transfer counseling; absence reports; early academic warnings and involvement of the resident directors in the processes.

C. Social Integration

It is equally important for students on a residential campus to "belong" to the social structure of the College. Means of promoting faculty interaction with students through advising, orientation and other activities; student participation in varied extracurricular activities; and student development of peer friendship in an atmosphere of mutual respect and responsibility are stressed at Brevard College in the social integration component of our retention model.

I. INTRODUCTION: BREVARD COLLEGE

Brevard College is a two-year, university-parallel, liberal arts college operating under the auspices of The United Methodist Church. The College was incorporated in 1934, following the merger of Brevard Institute, Weaver College, and Rutherford College, and, through these predecessors, has a record of academic service dating back to 1853. Brevard College is fully accredited by the Southern Association of Colleges and Schools, the University Senate of the United Methodist Church, and the National Association of Schools of Music. The College awards the Associate in Arts degree, and the Associate in Fine Arts degree.

Of the 600 students currently enrolled at Brevard, 48% are from North Carolina, 22% from Florida and between 5-7% each from South Carolina, Georgia, and Virginia. Students enrolled represent 40 states and 20 foreign countries. Fifty-five percent receive financial aid based on need and 86% receive some form of financial assistance.

For a prospective student to be admitted to Brevard he must satisfy the following criteria, a 2.0 (C average) in college preparatory work with a composite SAT of at least 750. Transfer students in good standing are admitted as well as transients. Students with poor academic records and/or SAT's below the prescribed range may be admitted under a basic studies (remedial course) classification or be given an option of attending summer school in order to demonstrate the motivation and desire necessary to succeed in college preparatory work. The average SAT for Brevard students is 810.

The majority of students (80%+) live on campus in residence halls under the supervision of Resident Directors (R.D.'s). R.D.'s often hold masters degrees in counseling or at least have had previous experience in supervising residential living. The R.D.'s are assisted by student peer resident assistants (R.A.'s) who receive training both prior to and during their roles as R.A.'s.

The retention rate for freshman to sophomore is approximately 70% (65-75% from 1982-84). The class entering the fall of 1985 experienced a 61% retention rate to fall of 1986. This change in continued enrollment of students can be attributed to a complete change in administrative personnel and a revitalized emphasis on academic and social rules and regulations phased in during the 1985-86 and during subsequent academic years.

A change in retention of students of 4-14% is significant for a College with a budget which is tuition dependent (70-75% of the College revenue is from student tuition, room, board and fees).

II. ENROLLMENT MANAGEMENT: AN ADMISSIONS PERSPECTIVE

Most college and university admissions personnel agree that responsibility for enrollment management does not rest solely with their office. In fact, effective enrollment management depends largely upon the interconnectedness of the offices of admissions, financial aid, student affairs, and academic affairs. The free and accurate flow of information between these offices assures greater efficiency in, and fewer barriers to, interaction between students and the institution.

At Brevard College, we feel the objective of an enrollment management program should be to target and bring to fruition a desired enrollment mix, while effectively increasing and, ultimately, maintaining high levels of student satisfaction. By eliminating barriers to student satisfaction, our institution can enroll and retain qualified students in numbers sufficient to meet its needs.

Brevard College is a private, two-year co-educational college of arts and sciences and, as such, lays claim to a specific and limited niche in the market for higher education. Knowing the profile of students we best serve and their college decision timetable, who we compete with for those students, and what we do better than the competition, provides us a basis upon which to build our enrollment management program.

Admissions is, in reality, only the inception point of enrollment management, i.e, the point at which the cycle begins. At Brevard, the office of admissions has three primary areas of responsibility relating to enrollment management. They are:

A. Planning
B. Targeting
C. Promotion

A. PLANNING

Effective enrollment management begins with enrollment planning. At Brevard College, enrollment planning involves the office of admissions and includes an admissions master plan which is revised on a yearly basis to reflect changes in institutional goals and objectives. These goals and objectives vary from department to department, but most revolve around quantity, quality, and diversity of the student body, i.e., the enrollment mix.

Our admissions master plan includes a clear definition of admissions goals and objectives followed by a rationale for, and strategies in support of, meeting them. Also in the master plan are chapters covering institutional goals and objectives, geographic markets, admissions policies and guidelines, publications objectives, and the current year's enrollment report.

The master plan is admissions' strategic handbook, and each member of the admissions staff, clerical or professional, is issued a copy of

the plan and instructed to become acquainted with it. In addition, copies are issued to the President, Dean of the College, Dean of Student Affairs, and Financial Aid Director. By referring to the plan, administrative personnel can develop a clearer understanding of the admissions process and enrollment goals.

As previously mentioned, the current year's enrollment report is included in the master plan. This report cites conversion rates from applied through enrolled, and chronicles the flow of applications, acceptances, and enrolled by geographic area, proposed academic major, and level of academic achievement. Analyzing data present in this report is requisite to developing a profile of the incoming class. A comprehensive database is essential to the planning process for through it admissions and other administrative officers are able to perceive and respond to changing demographic and psychographic trends among current and prospective students.

B. TARGETING

A rule of thumb of good enrollment management is that an institution should not recruit students whose needs it cannot meet. To avoid recruiting their own attrition, Brevard College admissions officers strive for a good match between prospective students and their institution by making a realistic determination of the type of student the institution can attract, and retain.

Quite often there exists a disparity between the way prospective, or current students and their families view an institution, and the way the institution views itself. When such a disparity exists, promotional materials, including admissions publications, can convey an inappropriate and inaccurate picture of the college. Furthermore, the office of admissions can potentially target students based on incorrect assumptions and misinformation which result in a poor match between student and institution, and unacceptably high attrition rates.

In support of acquiring a consumer's perception of the institution, the use of questionnaires distributed to different groups within the student population can prove invaluable. There are five primary questionnaires which, when developed, can serve as a starting point in retrieving data necessary to construct a view of the college or university as it is perceived by its constituents. They are:

The lost inquiry questionnaire
The campus visit questionnaire
The lost student questionnaire
The enrolled student questionnaire
The graduating student questionnaire

When reviewing the following brief of the five questionnaires, it is important to remember that each institution has its own needs and objectives and, consequently, the questionnaires included herein

should not be considered universally applicable, or all encompassing.

Also, because reasons for matriculation, non-matriculation, retention, attrition, satisfaction, and non-satisfaction can change from year to year, institutions should revise and redistribute their questionnaires on an annual basis to keep the database current.

THE LOST INQUIRY QUESTIONNAIRE

The lost inquiry questionnaire is distributed to students who inquired but did not make application to Brevard College. The communication objective of this questionnaire is to determine why the recipient chose not to apply for admission. The action objective is to ascertain what factors posed a barrier between the recipient and the application process.

This questionnaire is useful for generating a profile of non-responders, assessing the effectiveness of the college prospectus and other pre-application publications, and choosing parameters for the various student searches available through the College Board and the American Testing Service.

Institutions with large inquiry pools and low yield from inquiry to application may find this questionnaire too unwieldly and non-cost effective for repeated use.

Estimated time for a prospect to complete this questionnaire is ten minutes. Anticipated response rate varies.

THE CAMPUS VISIT QUESTIONNAIRE

The communication objective of this questionnaire is to encourage the prospective student to rate her/his visit to campus. The action objective is to identify positive and negative elements present in the campus visit process.

The results of this questionnaire can be used to evaluate the impact of a campus visit on a prospect's decision to matriculate. Occasionally, institutions will find that students who have not visited campus show a higher incidence of matriculation than those who do. In such cases, analysis of campus visit questionnaire results can be instrumental in identifying problem areas. The admissions office responds by addressing the existing problem(s) and revamping the campus visit process into a more workable and successful format.

Estimated time for a student to complete this questionnaire is approximately ten minutes. Anticipated response rate is fifteen to twenty percent.

THE LOST STUDENT QUESTIONNAIRE

The lost student questionnaire is sent to students who withdraw after being granted admission. The communication objective is to ascertain why students granted admission to Brevard have opted to go elsewhere.

Included in the instrument are questions regarding the respondent's perception of Brevard's strengths and weaknesses, the reason(s) he/she decided to apply, and the reason(s) he/she decided to attend an institution other than Brevard. The respondent is asked to compare Brevard with the institution of choice.

The action objective here is to generate a sufficient number of completed questionnaires to enable the admissions office to identify recurring barriers to matriculation, and generate a profile of non-matriculants.

Creating a profile of non-matriculants assists the office of admissions by identifying those individuals who are unlikely to enroll and, therefore, present a poor risk in the recruitment process. In addition, data retrieved from this instrument can present a clearer view of student response to financial aid awards, quality of faculty, curriculum offerings, etc.

Estimated time for a student to complete this questionnaire is fifteen to twenty minutes. Anticipated rate of response is five to ten percent.

THE ENROLLED STUDENT QUESTIONNAIRE

The enrolled student questionnaire is administered to entering freshmen and transfers, as a group, during the first few days of the orientation process. The communication objective is to learn why new matriculants choose Brevard.

The action objective is to identify the programs, personnel, and promotional efforts which influenced freshmen in favor of Brevard.

Just as the lost student questionnaire is a valuable instrument for identifying those who are unlikely to enroll, this questionnaire is critical in developing a profile of those students who are most likely to enroll. Why they came, and where they came from, must be among the highest priority questions we ask of our incoming freshmen or transfers, annually. It is just as important to know why and with whom we succeed, as it is to know why and with whom we fall short.

Estimated time for a student to complete this questionnaire is fifteen to twenty minutes. Anticipated response rate is eighty-five to ninety-five percent.

THE GRADUATING STUDENT QUESTIONNAIRE

The graduating student questionnaire is an exit interview which, instead of being administered on an individual basis, is administered to the institution's graduates as a group. At Brevard, we administer the graduating student questionnaire to our sophomores during the day of graduation rehearsal. Almost all of the participants in graduation are present for rehearsal, so the data gathered from the survey is representative of the graduating members of the class.

The communication objective of this questionnaire is to elicit a response regarding the level of satisfaction present among current graduates of the institution.

The action objective is to identify components of the college experience which generate satisfaction, and dissatisfaction. This questionnaire is administered to students we have retained through the degree seeking process, and their assessment of the institution's strengths and weaknesses is a significant tool for developing a model for increasing and/or maintaining student satisfaction.

Estimated time for student completion of this questionnaire is ten to fifteen minutes. Anticipated response rate is eighty-five to ninety-five percent.

The quality of data retrieved from any of the questionnaires mentioned depends largely upon the applicability of the instrument, the appropriateness of its contents, the size of the group being surveyed, and their response rate. Of course, creating and administrating a workable set of questionnaires is worthwhile only when data is accumulated and analyzed with the intent of acting on information retrieved.

The five questionnaires presented are designed to generate data regarding non-applicants, campus visitors, non-matriculants, matriculants, and graduates. Compiling and analyzing this data can be helpful in developing an institution's market profile in that it addresses the who, where, and why of its constituency. Knowing whose needs the College can or cannot meet, where they come from, and why they do, or do not choose to align themselves with the institution is of primary significance in targeting students and managing enrollment.

ADDITIONAL SOURCES OF DATA

In addition to the questionnaires described, two external instruments for data collection, which also include data analysis, are available to admissions and/or enrollment management offices--they are the Cooperative Institutional Research Program of UCLA, and the Enrollment Planning Service of the College Board.

The Cooperative Institutional Research Program involves institutional participation through a prepared survey supplied by UCLA for distribution to entering freshmen. At Brevard, we administer, concurrently, the UCLA survey and our enrolled student questionnaire to incoming freshmen and transfers. We analyze our in-house questionnaire results on campus and return the completed UCLA survey to California for analysis.

The results of the UCLA survey arrive in late fall, and contain an abundance of information regarding the profile of our incoming students. Included in the survey results is information regarding our students' median age, level of academic achievement, social skills, financial status, expectations of college, and perceptions of Brevard. The UCLA survey data compliments data generated by our

enrolled student questionnaire, thereby, giving us a more comprehensive understanding of the type of student who enrolls at the College.

The Enrollment Planning Service (EPS) is of special importance to institutions which regularly utilize the Student Search Service of the College Board to generate inquiries. The EPS gives a breakdown, by markets within a state, and/or geographic region, of SAT takers who send their test results to the subscriber institution. Included in the service is data on primary competitor institutions, stable and emerging markets, and institutional market share.

Using the Enrollment Planning Service has enabled the Brevard College admissions office to target geographic markets with greater effectiveness, resulting in a significant decrease in the inquiry pool while maintaining application and deposit yields sufficient to meet institutional enrollment goals.

C. PROMOTION

The admissions office uses a variety of media and processes such as publications, direct-mail, the telephone, and receptions on and off campus, to promote Brevard College. Throughout our use of these promotional tools, we strive for consistency in theme, style, and approach.

THE THEME

Our promotional theme, "A Better Beginning", is built upon an understanding of and appreciation for those institutional benefits and appeals which are identified, on a recurring basis, by students we've surveyed.

That is not to say that we ignore negative comments or allusions to institutional shortcomings which are mentioned repeatedly. Because the office of admissions monitors and measures the needs and wants of the institution's market, admissions personnel regularly make recommendations to the administration regarding changes in product, price, and promotion of the institution. (Place, the fourth component of the college marketing mix, is a given, and in Brevard's case, serves as one of the institution's most attractive appeals.) Though every admissions recommendation cannot be implemented, many can, and will be, thereby ensuring a positive momentum toward meeting the changing needs of prospective students.

The "Better Beginning" theme is present throughout our publications, letters, phone calls, and receptions. Why? Because we know that more than eighty percent of our students will transfer to a large public university after graduating from Brevard. We know that our students choose to attend Brevard because of its academic reputation, support systems, favorable student to faculty ratio, and transfer-compatible curriculum.

For the majority of our students, Brevard represents an appropriate

alternative for those who desire a university degree, but are not yet ready, academically or socially, for such a major transition. Consequently, we offer our students a "better beginning" to their college education.

STYLE

Style is a fundamental element of successful publications and direct mail programs. At Brevard, style is evident in everything from our family logo approach in publications, to our abhorrence for the "Dear Student" appellation of convenience so readily applied to correspondence between many institutions and their prospects.

As a small independent, we must be concerned with image. Our admissions personnel want college prospects, catalogs, and applications to be recognizable across the seemingly vast distance between a guidance office display shelf and the entry-way. In addition, they realize the necessity for accurate, and honest representation of the institution through all promotional resources if student satisfaction is to be fostered. Students enrolling at an institution who find later they were misled by inaccurate representations of the school through errant publications and/or presentations, are not likely to remain with, or become proponents of, that institution.

With regard to correspondence, letters emanating from the office of admissions are consistent in quality and style because this compliments uniformity of message. Also, all admissions letters are signed in blue ink, because black ink with black print looks like the impersonal product of a copying machine.

We, at Brevard College, want to be perceived as personal and accessible, and we support this perception by referring to prospects with whom we correspond using their "preferred name". If the institution doesn't recognize a student by name at the outset, what confidence will that student have in receiving a personal approach once (s)he has enrolled?

Regarding the benefits of adopting a unified, or family logo on stationery and publications, major problems arise when various college offices or departments use separate logos, because messages get confused and multiple identities abound. It may be human nature to hold on to departmental identity as it is represented in a particular symbol, but it is counter-productive to the institution as a whole, because it is in the institution's best interest to present a unified front to its constituents.

APPROACH

Much of our promotional approach revolves around the concept of a needs/benefits matrix. Determine the needs of the institution's constituency during the different stages of the college decision-making process, and it becomes possible to identify and promote institutional benefits which can meet those needs.

One potential application for the needs/benefits matrix is to use it as a tool for constructing a set of flow systems designed to ensure the timely dissemination of institutional messages. These messages are sent sequentially, following a pre-determined schedule which corresponds with the student's college decision-making process. An example follows.

NEEDS/BENEFITS MATRIX

(For Use In Establishing Pre-app. Flow system Components and Their Sequencing)

COLLEGE CHOICE SET	STUDENT NEEDS	PUBLICATION
Initial Awareness Set	Reason to Inquire	Direct Mail Piece
Experiential Awareness Set	Institutional Overview Means to Make Application	Prospectus/App.
College Conciousness Set	Academic Interest Info.	Dept.Brochures
	Financial Aid Info.	F. Aid Brochure
	Student Activities	Act. Brochure
College Choice Set	Continued Contact With College or Univ.	Post App. Flow

In the initial awareness set, the prospect needs a reason to inquire. The direct mail piece is designed to stimulate interest in the institution, culminating in an inquiry.

In the experiential awareness set, the prospect has made an inquiry and now needs an informative overview of the institution and a means to make application. The prospectus is designed to enhance the prospect's perception of the college by providing more specific information with greater visual impact than that provided by the direct mail piece. An application accompanies the prospectus.

In the college consciousness set, the prospect is aware of the college and now needs specific information relating to academic programs, meeting college costs, and student activities. Departmental, financial aid, and activities brochures, are designed to address these concerns.

In the college choice set, the prospect, having received information adequate to help her/him make an informed college choice in favor of the institution, is now an accepted applicant. Graduating from prospect to applicant status, (s)he enters into a new set of publications represented in the post-application flow.

Of course, this is an abbreviated example of the way in which the matrix can be used to construct a pre-application flow system. However, using a similar approach, post-application, and post-deposit flow systems can be designed by determining student needs at respective points in the college decision-making process.

Timeliness is of the essence in the dissemination of promotional literature. Research tells us that the majority of our inquiries for fall enrollment have been received by the previous spring. We also know that the majority of our applications for fall are generated during the second semester prior to anticipated date of enrollment. Consequently, our pre-application flow-system covers a time-span from late spring, through late fall of the prospect's senior year, beginning with a response letter to the initial inquiry, and concluding with a financial aid mailing. The prospectus, departmental brochure, and other brochure mailings are sent during pre-determined intervals in between.

It is important to point out that with every promotional publication mentioned in the pre-application flow system, there is an accompanying personalized letter created with corresponding communication/action objectives. This pairing of personalized letters with promotional publications occurs throughout Brevard's pre-application, post-application, and post-deposit flow systems. Each letter serves to draw the student into closer association with the college community and provides clarification of issues related to, but not directly addressed in, corresponding publications.

In addition to a flow system of needs/benefits based publications and personalised letters, we communicate directly with our prospective students through the hosting of receptions on campus and in major market areas, and through extensive use of the telephone. In these areas too, we employ consistency in message, style, and approach.

SPECIAL PROGRAMS

Marginal and Low Achievers

Not all college-bound high school seniors targeted to receive information from Brevard fall into the traditional student category. Some have needs and wants which are situation specific, requiring special curricular considerations.

Data we've gathered using instruments mentioned earlier indicates that a significant number of students with a motivational or preparative deficit consider a two-year, private, residential college like Brevard a good place to begin their college experience. Because such students require support systems above and beyond those which might be expected

in a normal academic setting, the College offers two special programs to address the special needs of these students.

For those who fall just below standard admission requirements, we offer a developmental, or basic studies program. Students granted admission through the auspices of the basic studies program are advised in their acceptance letter that they will probably be asked to take one or two remedial courses, on a non-credit basis, in order to strengthen their potential for success at Brevard. Follow-up studies of these students indicates that most need more than the standard four semesters to complete an associate's degree. As a consequence, they are advised that they should consider attending at least one summer semester if they wish to complete the associate's degree requirements within two years.

For students who show evidence of potential, but who do not meet the criteria for admission to the basic studies program, we offer a summer option. The summer option is a pre-admission program designed for underachievers. The program includes a remedial English or mathematics course, a personal development course, and a physical education course. Courses are assigned by the placement office and, with the exception of the physical education credit, are mandatory. The design of this curricular track is based upon our knowledge of the educational needs of this group.

Summer option students are required to achieve an average of "C" or better in their courses in order to be eligible for admission to the basic studies program in the fall. Approximately fifty percent of those who enter the summer option program meet the requirement for basic studies fall admission.

Once a basic studies student shows evidence of satisfactory academic progress, (s)he is mainstreamed into the traditional academic program.

The basic studies and summer option programs provide an alternative to students who would otherwise be denied admission to Brevard. Those with the motivation to succeed can, and do, using the special support systems provided.

HIGH ACHIEVERS

In order to maintain a significant number of high academic achievers in the enrollment mix, we must look beyond touting the rigors of Brevard's honors programs, or the quality and accessibility of its faculty to the active promotion of scholarship incentives. Merit scholarships are now at the forefront in the competition for high achievers.

Brevard offers merit scholarships ranging from $1,000 to a full-ride and most scholarships are renewable provided the recipient maintains a cumulative grade point average of "B" or better. The critical issue is not keeping the high achievers once they arrive, because we do a good job of retaining them. The critical issue is getting them to matriculate.

Initially, we gave all but the full-ride scholarships to any applicant who qualified. The problem with that approach was that it rewarded qualified applicants with scholarship recognition but it didn't serve to generate applications from high achievers not already considering Brevard. In other words, we overlooked the promotional potential of our merit scholarship program.

We have since rectified this situation by creating a poster and a program. The poster, which is sent to twenty-six hundred high schools and independent counselors on our database, is a large, three color design, and features the eligibility requirements and amounts of each merit scholarship included in Brevard's new Pinnacle Scholarship Program. The Pinnacle Scholarship Program is comprised of scholarships which already existed, but their identity is now focused.

Of equal importance is the fact that each student in Brevard's inquiry pool receives, in her/his prospectus packet, a scholarship sheet outlining individual awards, their value, and respective eligibility requirements.

FINANCIAL AID

High profile scholarship programs can be a valuable tool in the effort to attract cost-benefit oriented students to an institution whose price tag is viewed as high. But not all applicants granted admission will qualify for scholarship consideration. Many who fall below minimum scholarship requirements will need financial assistance in order to meet the costs of attending.

Merit scholarship programs can pose a real problem in enrollment management due to the fact that many institutions fund these programs through their financial aid offices. When budgets get lean, this approach can put the institution in a situation where it must choose between funding scholarships for no-need, high achievers, and funding students with high need, but average academic ability.

Addressing an enrollment management issue like this one requires that the offices involved (admissions and financial aid) approach the problem using planning, targeting, and promotion models similar to those previously mentioned.

The planning stage includes setting the goals and objectives for a desired enrollment mix. In this mix, the offices identify the number of no-need high achievers, and high-need average achievers desired, and their potential impact on a variety of areas from grade point, and SAT/ACT averages of the incoming class, to the financial aid office's budget and packaging philosophy.

Next, strategies are developed and implemented in support of meeting the goals and objectives committed to the plan. A profile of both high-achievement, and high-need students, and their respective needs, is created using information from the database and other sources. Students who meet the criteria for the desired enrollment mix are targeted to receive pertinent college promotional materials designed to address the needs and wants identified in their high-achievement,

or high-need profiles.

Once target prospects begin inquiring about the institution and its' scholarship/financial aid programs, the offices of admissions and financial aid respond with a personal contact through a high school visit, area reception, and a series of telephone calls.

THE ADMISSION PROCESS

After all the planning, targeting, and promotion components are defined and in place, there remains the actual process of admitting or denying applicants to the institution.

The admissions director, having contributed to the determination of institutional enrollment objectives during the planning stage, is aware of the desired enrollment mix, and should be in a position to monitor the flow of applications and acceptances from the various geographic areas, academic strata, and career objectives represented within the applicant pool.

Statistics which compare the current year's weekly flow of applications, acceptances, deposits, and cancellations with weekly totals for each of the past five years can be used to chart progress toward meeting numerical goals. Meeting goals which relate more specifically to geographic, or academic objectives require more careful monitoring on an application, by application basis.

In the case of increasing the incoming freshman class level of academic achievement, institutions sometimes employ waiting lists, accepting only the students who clearly meet the desired academic parameters while holding candidates slightly below those parameters in abeyance for future admission if it later appears the goal will not be attainable.

Another prominent enrollment strategy is that of revising admission requirements downward in order to accept a higher percentage of applicants and maintain market share. This strategy forms the so-called "tier effect" in which very selective institutions in the top tier borrow students from selective institutions in the middle tier. The selective institutions, in turn, borrow from the moderately selective institutions in the lower tier, rendering the moderately selective institutions non-selective as a result.

The best enrollment strategy in light of the negative impact of the "tier effect" is to stay as selective as possible for as long as possible to keep from spiraling irreversibly downward into the non-selective category.

SUMMARY

The desired result of effective enrollment planning, targeting, and promotion, is to identify students best served by the institution, break down barriers to their matriculation, and ensure high levels of satisfaction.

Effective enrollment management requires extensive planning, goal orientation, data generation and management, accurate and timely promotion of the institution, and needs specific programs.

Processes illustrated in previous pages are representative of concerns and responsibilities centered within the admissions office, but they must be coupled with retention-based programs emanating from the offices of academic affairs and student affairs, if they are to to be effective and comprehensive.

III. SELECTING COMPONENTS OF YOUR RETENTION SYSTEM

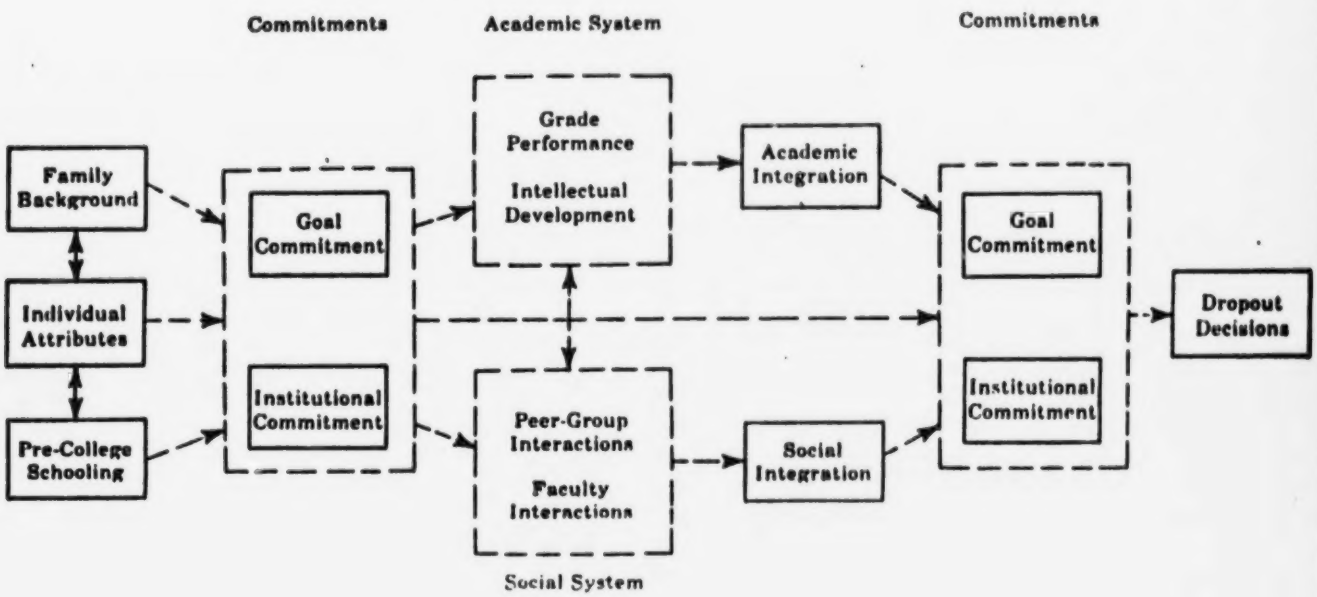
A. Introduction: Each college is different. Some are primarily residential institutions while others are solely commuter colleges. Some attract the traditional age student, while others continue to draw a large percentage of their enrollments from the non-traditional, older, working population. How can we ensure that we address the needs of the students whom we serve? It may be difficult. It may require several different approaches each tailored for a different subpopulation of students or one model program which is supported by various specific campus resources.

B. Some insights into why students leave college before they achieve their goals: In general persistence of students at a particular institution is believed to be due to congruency between the student and the academic and social components of the college environment (Tinto, 1975). Background variables or factors such as age, enrollment status, residence, educational goals, high school performance, ethnicity, gender, and parent's education influence persistence (Bean and Metzner, 1985). Background variables are believed to have indirect effects on persistence among traditional age residential students through an impact on academic or social integration with the institution or both. However, the same background variables are believed to have a more direct effect on persistence in students who are commuters and in students who are non-traditional. In general, students at commuter institutions are less dependent on social integration and more dependent on academic integration for persistence (Bean and Metzner, 1985; Pascarella and Chapman, 1983; Pascarella et al., 1983). Students who are non-traditional are greatly influenced by environmental variables such as finances, hours of employment, outside encouragement, and family responsibilities, (Bean and Metzner, 1985; Noel, Levitz and Saluri et.al., 1985).

C. Theoretical Models of Persistence: Three models of student persistence will be presented briefly: Tinto's model, that of Pascarella and associates, and that of Bean and Metzner for the non-traditional student.

Tinto's model describes persistence as the result of social and academic integration with the institution. Those variables which affect academic integration are background variables, goal commitment, grade performance and intellectual development. Social integration is related to background variables, institutional commitment, peer and faculty-group interactions. A student may choose not to persist because of an inability to find congruence with either the social or academic environments of the college (Tinto, 1975). Refer to Figure 1.

*Figure 1.

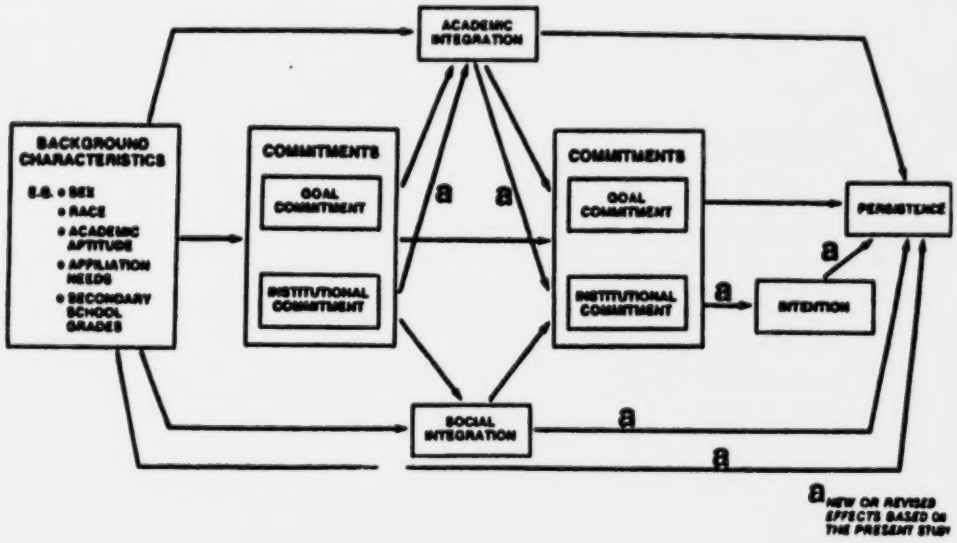


*A Conceptual Schema for Dropout From College

A second model proposed by Pascarella and associates reconceptualizes Tinto's model. The data used for this model produced results which basically confirmed Tinto's model when institutions were grouped. When institutions were treated separately by type e.g., 4-year residential, 4-year commuter and 2-year commuter, Tinto's model did not suffice to explain the results. Social integration was shown to be negatively correlated with persistence at a commuter institution. In general, students who persisted at a commuter institution showed less need for social and more for academic integration (Pascarella and Chapman, 1983; Pascarella et al., 1983).

A second variable introduced into the reconceptualized model was the effect of intent to persist or to leave. Students at commuter colleges attend for a variety of reasons and intention is a good predictor of persistence (Pascarella et al., 1983). Refer to figure 2.

Figure 2



*A Reconceptualization of Tinto's Model

The third model, one of nontraditional student attrition, was proposed by Bean and Metzner. Background variables, academic variables, environmental variables and their direct effect on intent to leave are presumed to be the most important factors governing persistence of non-traditional students in this model (Bean and Metzner, 1985). Refer to figure 3.

Figure 3

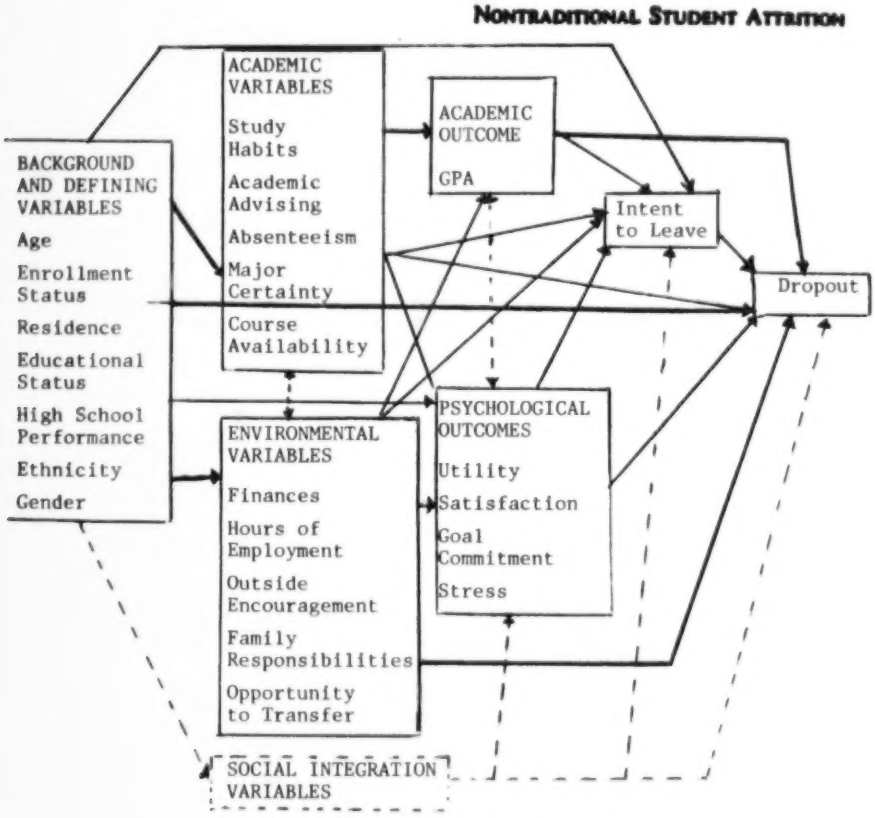


Figure 1. A Conceptual Model of Nontraditional Student Attrition.
Key: → Direct Effects
⟹ Direct Effects presumed most important
⟷ Compensatory interaction efforts
⇢ Possible effects

The relationships are not always clear. A person with a high academic integration with an institution may transfer elsewhere if he perceives that his academic needs are not being met. Likewise, social integration on a commuter campus may result in the transfer of someone who perceives himself as in need of more social opportunities (Tinto, 1975; Pascarella et. al., 1983).

D. Components of a Comprehensive Retention System.

1. Some Means of Supporting Academic Integration.

a. Accurate placement in courses.
b. Study skills.
c. Time management skills.
d. Goal setting and assessment for:
   i. Commitment to college degree
      - Commitment to general education
      - Commitment to the institution
   ii. Academic success
      - grades (satisfaction/dissatisfaction)
      - personal growth (satisfaction/dissatisfaction)
      - how to deal with stress as an outcome of dissatisfaction

e. Decision-making as to area of interest.
   - choice of major
   - choice of career

f. Early warning to detect absenteeism.

g. One-year/two-year academic plans: feedback to officials on course scheduling.

h. Practical application of material learned (utility); Faculty development in this area.

i. Tutorial services for:
   - part-time students
   - older students
   - students with poor high school or entrance exam scores
   - students in academic difficulty

j. Remedial courses in writing, reading, computation.

k. Honors programs and intellectual pursuits.

l. Means to identify "intent to leave".

m. Faculty and select peer upper-class student interaction: academic.

2. Some Means of Supporting Social Integration

   a. peer support groups (for older students, married students, minorities, first generation college students, etc.)

   b. integration of commuting students.
      - on-campus weekend
      - overnight activities

   c. involvement through orientation class (or other classes) in extracurricular activities

   d. faculty and select upper-class student interaction: socially or personally (non-academic)

3. Some Means of Mitigating the Effects of Environmental Variables

   a. financial
      - financial aid information
      - short-term loans
      - grants-in-aid
      - work study
      - other on-campus employment

   b. employer support
      - college interaction with employers for
        - worker release time
        - compensation for tuition
        - promotions related to academic achievement
      - recognition for employers who support college

   c. family support
      - orientation sessions for family, spouses and children
      - family nights
      - family recognition days

   d. family responsibilities
      - babysitting facilities
      - peer support groups for students, for family members

   e. stress (associated with environmental factors)
      - identify
      - referral to counselor

4. Means of delivery of A-C to students at off-campus sites, in night school, attending weekend college.

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Pascarella, E.T., Duby, P.B. and Iverson, B.K. (1983). "A Test and Reconceptualization of a Theoretical Model of College Withdrawal in a Commuter Institution Setting." Sociology of Education, Vol. 56, pp. 88-100.

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IV. RETENTION AT BREVARD COLLEGE

Retention of students is a primary goal of the administration and faculty of Brevard College. Each student retained generates good will toward the college, feelings of success and accomplishment on the part of the student and yields $3,500 per semester in tuition and fees directly in addition to the indirect cost of approximately $1,000 to recruit a replacement.

The retention efforts of Brevard College are young, growing and maturing. The system is relatively comprehensive and focuses on methods of increasing the likelihood that a student will integrate both academically and socially with the college.

In brief the retention system consists of the following major components:

A - Academic Integration -- (refer to diagram I)

1 - Academic placement
2 - Survival Skills
3 - Academic Assistance
4 - Early Warnings
5 - Academic Challenge
6 - Career Exploration
7 - Financial Aid

B - Social Integration -- (refer to diagram II)

1 - Extra-curricular activities
2 - Peer friendships

Each of these major components and their subcomponents will be discussed briefly.

Diagram I ACADEMIC INTEGRATION

Applicant

SAT (M/V), TSWE, H.S. average, placement exams, diagnostic tests
Placement in courses based on PGPA (predicted grade point average)

AREA OF INTEREST

YES
-major advisor
-meetings to affirm
-commitment to goal,
degree and college
-career information

NO
-SIGI-plus
-career counseling course
-Career information

SURVIVAL SKILLS

Orientation
-Academic rules and regulations
-Study skills
-Academic planning

-Follow-up on Study Skills,
rules and regulations

Fall Semester
-personal development course
-setting goals
-liberal arts
-time management
-how to study, take exams
-academic rules and regulations

FINANCIAL AID

-need-based aid
-part-time jobs
-occasional work
-emergency aid
-money management

Academic Assistance

Early Warning

RD's
-counseling

-referral to tutors,
labs

Faculty
-student progress
-attendance

How Are we Doing Questionnaire

Support

-laboratories
-learning contracts
-individual tutoring
faculty
students
-student tutorial system

Challenge

-Honorary Societi
-Honor Sections
-Presidential award
-Dean's List
-Honor Roll
-SGA/RA's

ACADEMIC INTEGRATION

1. * PLACEMENT SERVICE

Specific high school units are not required for admission, but it is recommended that applicants have four years of English, at least two years of mathematics (algebra and geometry), one year of a laboratory science, one year of history, and an introductory course in a foreign language.

These data plus performance on SAT mathematics and verbal components, the Test of Standard Written English (TSWE) and a mathematics placement examination are used to predict the college performance level (grade point average) and to place the student in courses of appropriate academic challenge.

Table A
Predicted Grade Point Averages and Entering Classes

(Students) PGA	1981 (306) %	1982 (338) %	1983 (266) %	1984 (289) %	1985 (342) %
<=1.74	3.59	5.62	6.02	16.96	19.01
1.75-1.99	13.07	22.49	27.44	21.80	22.51
2.00-2.24	22.22	23.08	27.07	22.14	21.35
2.25-2.49	21.24	19.23	19.55	14.53	11.70
2.50-2.74	16.01	14.79	7.89	10.73	13.16
2.75-2.99	8.50	8.88	6.77	6.23	5.26
3.00-3.24	6.21	2.96	3.38	3.80	4.09
3.25-3.49	3.92	2.37	1.50	3.46	2.34
3.50-3.74	3.59	0.59	0.38	0.35	0.58
3.75-4.00	1.63	0.00	0.00	0.00	0.00

The formula used for calculating the predicted grade point average was updated in the Fall of 1982 from a study using the overall high school average and the scholastic aptitude verbal and mathematics test scores compared to the academic averages (or cumulative grade point average) at the end of two semesters of full-time study at Brevard. The validity study was prepared by College Board for Brevard College and resulted in a weighted formula for each of the parameters--overall high school average, SAT verbal

*Taken in part from Brevard College Self-Study for reaccreditation under Criteria, Spring, 1986.

score, and SAT mathematics score. In Table A, entering students were divided into ten categories as shown in the first column (less than 1.74, 1.75-1.99, 2.0 to 2.24, etc.) of the Table. The percentage of students in each category was calculated for the Fall Semesters of 1981, 1982, 1983, 1984, and 1985. In 1984 and 1985 the high school average used in the PGA formula was based on an average of English courses, Algebra I or higher, laboratory sciences, government, economics, history, psychology, sociology and foreign language. Prior to 1984, the high school average was based on all subjects taken in high school. The percentage of students in the less than 1.74 and the 1.75 to 1.99 categories increased markedly when the change in method of calculation was made. Concern was expressed by the faculty about the increase in percentage of students in the lower PGA range. However, a study of the academic success of the Fall of 1984 class indicated that approximately 50% of the students entering with a PGA of less than 1.74 actually earned a 2.0 or higher grade point average in their first year of courses at Brevard. Also, nearly 75% of the students in the 1.75-2.00 PGA category made a C or higher average. PGA's are available to advisors and not to students.

Placement in English, mathematics and science courses is based on the PGA. Students in basic studies (remedial courses) are also placed in courses which aid comprehension and performance, e.g., logic, study skills, personal development.

Placement of students also occurs in music through the use of an examination in music theory and a performance examination in piano.

The placement processes at Brevard ensure enrollment in courses of appropriate levels of challenge. There are possibilities for slippage in the process. Faculty in developmental as well as college entry English and Math courses devote 1-2 days at the outset of the semester for testing and to some degree validating placement. A drop-back or forward policy resulting from validating processes ensures to some degree accuracy of placement.

2. SURVIVAL SKILLS

Survival skills such as study skills, time management, and academic planning are first covered during the fall semester orientation and advising sessions.

In the fall of 1986 academic orientation at Brevard was delegated in part to a group of faculty volunteers called orientation leaders. These persons met with small groups of freshman grouped by residence hall (floor and wing) and covered the salient points of academics at the College. A study skills session covering topics from setting realistic goals, to time management was also a component of the fall student orientation. An orientation examination helped emphasize the importance of the sessions (65% was accepted as a passing grade).

In the fall of 1987 orientation sessions were conducted at the divisional level and all faculty participated in the various activities with their assigned advisees. The intent was to increase faculty-student interaction and to allow for the establishment of strong advisor-advisee relationships.

Advising is the responsibility of each member of the faculty. There have been a few training sessions for advisors in years past, and placement information is available for the advising process. An Advisor's Manual was developed during the summer of 1987. Advising is not as strong as it should be, however, and this area will be a focus for future faculty development workshops.

Students who are identified by PGA's as being at academic risk are enrolled in a personal development course modeled after the Brenau College Act I program and the marketed program "Becoming A Master Student". Building self esteem and confidence; learning to focus on topics; managing time; developing study skills: -note taking, test taking, and learning to listen effectively; are topics which are stressed in the course. Approximately 130 students of the freshman class (class of 329) enrolled in the course fall semester of 1986; 143 were enrolled for fall semester of 1987.

Personal Development Course: The personal development course mentioned above has been in the curriculum of Brevard for five or more years. There had been, however, few efforts to coordinate its goals or its content. In the fall of 1986, four persons with masters level preparation in Counseling and/or Student Development were assigned to five sections of the course. One person of the four was designated coordinator and a text, Becoming A Master Student, was selected as a reference for the faculty and students. Generally, the topics covered in the course are: time management, memory techniques, reading an assignment, taking notes, taking tests, building relationships and using resources. Students with a predicted grade point average of 2.0 or less are advised to take the course. In the fall of 1987, five sections of the personal development course were offered. Instructors were RD's with masters degrees in counseling and psychology.

3. ACADEMIC ASSISTANCE

All students have available to them optional laboratories in writing, and mathematics. Select students have access to laboratories in biology, computer science, and accounting. These laboratories are staffed by faculty who teach in these disciplines and are supported by student tutors receiving scholarship assistance. Faculty in Fine Arts hold additional practice sessions in music, and in art. Coaches have designated study-hall times for athletes in tennis, golf, basketball, track, cross country and soccer. All faculty are encouraged to be available to students and to assist students with out-of-class tutoring. Students who encounter academic difficulty are placed on learning contracts.

Learning contracts, absence reports and early academic warnings: students who achieved less than a 2.0 grade point average, for fall semester are placed on learning contracts for the spring term. The learning contacts specify the expectation of the student and require: class attendance, writing laboratory and/or math laboratory attendance or both, an orderly room, weekly meetings with the R.D., and in some cases restrictions on social activities. A student tutorial system coordinated by an R.D. supports students on learning contracts with some being assigned a specific tutor. Failure to comply with the expectations of the learning contract could result in fines or suspension from the College. The learning contracts are supported by absence reports completed by instructors and sent to R.D.'s, advisors and the Academic Dean. Early academic warnings at weeks 4 and 11 supplement the midterm grade reports and serve to alert R.D.'s, advisors and the Dean to students experiencing academic difficulty whether on learning contract or not. The learning contracts help the students avail themselves of academic support services.

Role of the resident directors: The R.D.'s are responsible for meeting with students on learning contracts on a weekly basis. They also keep records of the meetings, the number of absences accumulated by any in their charge, and monitor grade performances of students in their residence halls. At first the R.D.'s were hesitant to become involved in the process as academic "police people"but the opportunities which developed for meaningful dialogue with students soon overcame their reluctance. Without the R.D.'s important and integral contributions, the learning contract concept and the academic support systems would not be as effective.

Student peer tutoring: Approximately fifty students receive from $500-$2000 tuition remission incentives to work in the tutorial program. The program is under the direction of one of the R.D.'s and is supervised by the office of the Academic Dean. Training sessions with the director help develop listening and helping skills in student tutors. Student tutors serve by: providing services in one of the tutorial laboratories open to all students; assisting in the writing or the mathematics laboratory; serving as one-on-one tutors in an area of specialty; or accepting an assignment to help a particular student on learning contract. Tutoring logs detailing the person(s) tutored, place and duration of tutoring are turned in every two weeks. Each student tutor works from 3-8 hours per week.

Faculty sponsored academic support laboratories: The faculty of English develop and staff a writing laboratory open six hours each week. Any student requiring assistance might opt to attend. The faculty of mathematics staff a math laboratory four nights a week for an hour and a half each night. Faculty in computer science, biology and accounting also developed evening laboratories during which they are available to give out-of-class assistance to students who seek aid. Student tutors are also used in the writing, mathematics and computer science laboratories.

4. EARLY WARNINGS

The notion of early warning is a keystone in the structure of our operations toward retaining students and ensuring that our image as projected by students is a positive one. Results of research in these areas strongly suggest that students make their decisions to stay at or leave an institution in their first months, though they may not act on the decisions until later. The mere fact that the institution has recognized a dissatisfactory situation can influence that decision in a positive way, and if students perceive that the institution is taking steps to remedy real problems, the effect can be quite strong.

We wish to diagnose, as soon as possible:

1. behavior on the part of the student which is unsatisfactory by the standards of the College and

2. student dissatisfaction with policies and programs of the College.

These are not independent, but it is convenient to deal with them separately.

1. By behavior we mean social behavior and study habits and academic performance.

Resident Directors are chosen largely on the basis of their ability to understand, and thus recognize early, individual social problems, particulary those of this age group, and they constitute this part of the program.

Academic early warning is provided by a number of processes. At the outset, the placement process diagnoses academic differences among students, with regard to both area of interest and level of achievement. On the basis of the results of this process, students are recommended curricula in which they will be challenged, but in which their success can be predicted provided they meet the challenge. If the results indicate serious deficiencies, summer school prior to fall entry is prescribed.

Faculty are strongly encouraged to provide opportunities for evaluation of students' progress in their courses within the first few weeks. Faculty then report to the Dean those whose progress appears unsatisfactory (below C); these reports are submitted at the ends of the 4th and 11th weeks. Midterm grades are submitted at midterm. All grade reports are distributed to the RD's, advisors, and Dean of the College. In addition, student absence reports are submitted to the Dean, the Dean of Students, and the Resident Directors and academic advisors whenever attendance seems to be a potential problem.

In some disciplines, notably mathematics, provision is made for students to "drop back" to a course one level below if they find they are unable to make successful progress with a reasonable amount of effort.

2. Student dissatisfaction is registered through several channels: the Resident Director on an ongoing basis, the faculty at advisor-advisee meetings, satisfaction questionnaires (How are you doing questionnaire), meetings of the Dean with small groups of students, faculty and course evaluations.

For students who do not pre-register for the forthcoming semester a retention survey is completed with the assistance of the academic advisor, registrar or Dean of the College. This survey asks for reasons for wishing to transfer and for general perceptions of Brevard College. In addition, any student withdrawing during a semester must complete a withdrawal form and exit interview. These data are useful in assessing our academic, social and support programs.

Problems detected by the early warning processes are addressed in a number of ways: referral to tutors, math or writing labs, or counselors; conferences with the Dean of the College or Dean of Students or academic advisors; learning contracts; and by other programs described elsewhere in this system description. (Refer to diagram II).

This section on early warning was written in part, by Dr. Clarke Wellborn, Professor of Physics and Mathematics at Brevard College.

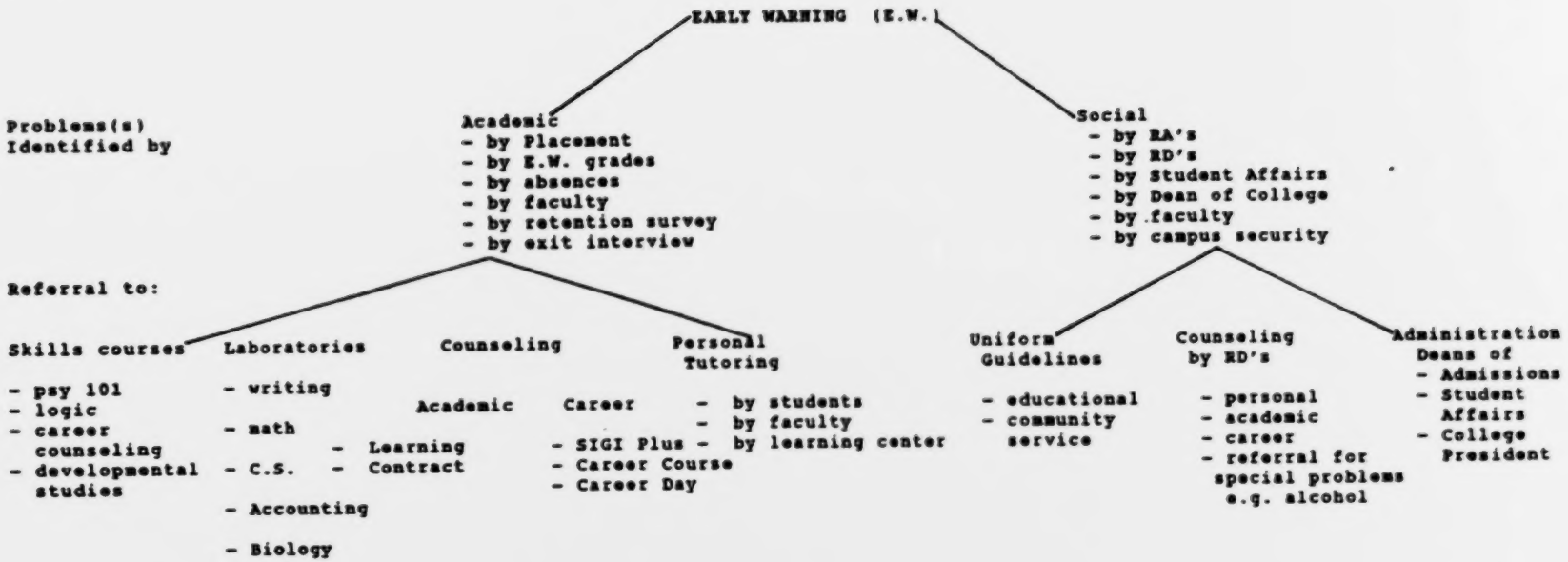
5. ACADEMIC CHALLENGE

Students who are high academic achievers are challenged by a number of courses and extracurricular activities. Persons who place high in the placement process gain immediate access to Honors English and to advanced courses in mathematics, science and foreign language. PTK (Phi Theta Kappa), a national honor society is active on the campus and recognizes students who achieve academically. Other forms of recognition are: Presidential awards, Dean's list, Honor Roll, Who's Who -- recipients of which are recognized formally by letters from the Dean, faculty and administrative staff receptions in their honor, and during Honors day in the spring semester.

Students of outstanding leadership potential can become involved as members of the Student Government Association, as student tutors, or as Resident Assistants.

These means of academic challenge are adequate but not as strong as we would like.

Diagram II


EARLY WARNING (E.W.)
Problems(s) Identified by
Academic
- by Placement
- by E.W. grades
- by absences
- by faculty
- by retention survey
- by exit interview
Social
- by RA's
- by RD's
- by Student Affairs
- by Dean of College
- by faculty
- by campus security
Referral to:
Skills courses
- psy 101
- logic
- career counseling
- developmental studies
Laboratories
- writing
- math
- C.S.
- Accounting
- Biology
Counseling
Academic
- Learning
- Contract
Career
- SIGI Plus
- Career Course
- Career Day
Personal Tutoring
- by students
- by faculty
- by learning center
Uniform Guidelines
- educational
- community service
Counseling by RD's
- personal
- academic
- career
- referral for special problems e.g. alcohol
Administration Deans of
- Admissions
- Student Affairs
- College President

6. CAREER EXPLORATION

New students are requested to select an area of concentration prior to matriculation and registration in the fall semester. This information is used in the placement process, i.e. certain areas of concentration will require specific courses or course sequences and these are denoted on the placement form.

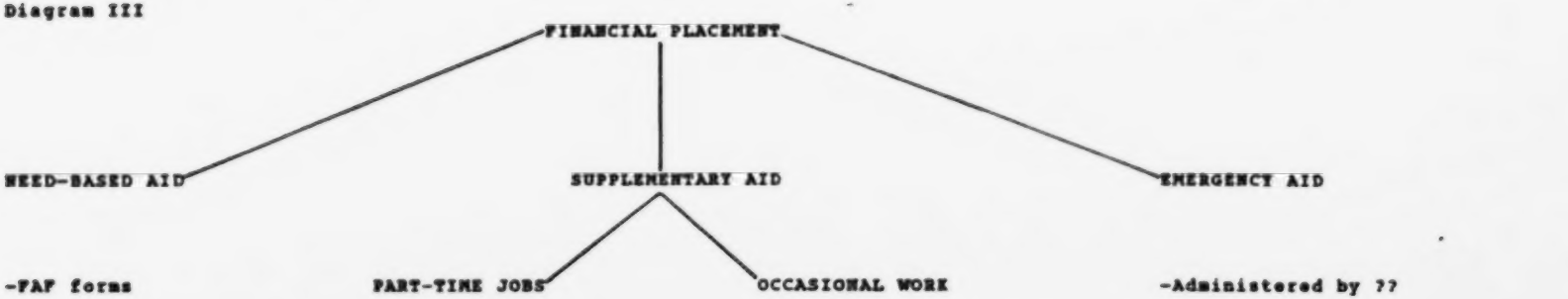
A student is assigned an advisor in the area of concentration. Students who are undecided as to area of concentration are assigned to advisors in humanities, fine arts, mathematics, or computer science based on the availability of advisors. Specific training for advisors to undecided students is minimal at this time. Advisors to students in an area of concentration seek to ascertain the commitment of an advisee to his/her academic goal in the discipline, to a degree and to the college. Career information is supplied by the advisor. An Advisor's Manual containing hints on advising, on career counseling and referral systems on campus was written in the summer of 1987 and distributed to advisors during the fall semester faculty workshops. How to use the Advisor's Manual was discussed in a general session and reinforced at divisional meetings.

Persons who are undecided as to area of concentration or wish to explore career options can access a computer software package, SIGI-PLUS, either by contacting directly the Computer Center or the resident director who serves to give career guidance and information. SIGI-PLUS takes the personal perceptions of ability and interests of the student and provides possible career choices based on these data. Other students may elect a career development course which is offered fall and spring semesters. It is a 2-hour course "designed to help students make career decisions by enabling them to define career goals and to develop skills necessary for the realization of those goals." The resident director in charge of career development teaches this course; use of SIGI-PLUS is one component of the class. Additional career information is provided through the Student Affairs Office and periodic seminars on career-related topics are held. A career week in the spring allows students the opportunity to meet with practitioners in various career fields.

7. FINANCIAL AID

Financial aid can be a critical factor in retention of students. Aid at Brevard is granted on a needs basis as well as for scholastic achievement (scholarships), and athletic achievement (scholarships). Emergency aid can be secured through the Dean of Student Affairs (for loans of up to $40.00), the business office and the office of financial aid. Supplemental aid is available through part-time jobs and occasional work both on campus and in the community of Brevard. (Refer to diagram III).
This diagram was developed by Dr. Clara Wood, Professor of English during the summer of 1987.

Diagram III



-FAF forms

-Director of Financial Aid administers funds for scholarships, work-study, etc.

-Office of Dean of Students maintains contact with local Employment Security Commission and appropriate businesses

-assists with placement of students in jobs

-notifies faculty advisors

-follow-up on job and worker satisfaction

(Problem: college legal responsibility?)

-Office of Dean of Students maintains lists of students interested in jobs such as babysitting and house or yard work

-lists distributed or available to faculty (and local churches?)

-Administered by ??

-Referrals by Chaplain, Deans, faculty, R.D.'s

-Small loans and other funds

-Further referral to Director of Financial Aid if family financial situation changes significantly

(Problems: Guidelines for administering funds; source of funds; budget management/ administrator)

B. SOCIAL INTEGRATION

The social integration of a new student at Brevard College begins with the orientation process. Resident Directors (R.D.'s), twenty-two student resident assistants RA's, members of Student Government Association, some faculty volunteers and the Student Affairs staff spend one to one-and-a-half weeks preparing for orientation of incoming freshman and transfer students. The goals of the training process are to develop team unity and commitment to the student development goals of the College. (Refer to diagram IV).

In addition to covering rules, regulations and activities for orientation week, RD's spend half-a-day with the Dean of Student Affairs going through an outdoor challenge course at a nearby camp. A series of challenges requiring the group to work together must be confronted and overcome. The process builds group unity, trust, and cooperation; the natural leaders come to the forefront.

The resident assistants (RA's) spend two intensive days on rules, regulations, responsibilities and roll-playing situations involving these. A personal touch is added to welcome the new students with personal notes, names on doors, welcome signs etc. The RA's are involved integrally in the orientation process from welcoming the students, helping them with rentals etc., and moving into resident-halls to developing resident-hall unity and sense of responsibility to the group.

ORIENTATION

Orientation consists of four days of opportunities to integrate socially with other students, the RA's and the RD's. College rules, regulations and expectation are also covered. Social organization and activities are presented and discussed in hall meetings. The focus is on resident-group cohesiveness and developing a sense of community which hopefully enhances a sense of group responsibility as well.

A CHALLENGING EXPERIENCE

At the end of social orientation the entire freshman class, the RA's, the RD's and faculty volunteers travel to a nearby camp for an organized day of resident group activities: 1) volleyball/softball, and other competitive games; 2) free time for swimming, hiking, canoeing and relaxation; 3) outdoor challenge course for each resident-group; and 4) discussions focusing on building group (team) spirit, trust, cooperation and sense of responsibility to the unit. The day ends with a square dance.

The entire orientation is designed to enhance social interaction and to emphasize group unity, support and mutual respect. During this period leaders are identified, social organizations are showcased, intramurals are promoted and the stage is set for extracurricular involvement and further development of peer friendships.

1. EXTRACURRICULAR INVOLVEMENT

Extracurricular involvement includes, social activities, intramurals,

life and culture program, special cafeteria functions, RD and RA resident-hall programming, special functions, sports, and faculty interaction. Each of these will be discussed briefly.

a. Social Activities: Social activities are coordinated by an RD working with S.G.A. S.G.A. is given freedom to choose the type of entertainment under the supervision of the RD. S.G.A. consists of three elected officials as officers, and dorm representatives. A social calendar is distributed each semester. Some special activities are casino night, derby day, lip sing, and talent shows.

b. Intramurals: One of the faculty in the physical education department coordinates a full range of intramurals including: football, basketball, volleyball, tennis, swimming, power-lifting, softball, indoor soccer and others. Faculty are involved in a wide range of these activities. Student teams are by resident-hall.

c. Life and Culture Program: The Life and Culture Program is coordinated by a faculty committee and includes eight to ten major activities each semester. Students may earn one-half credit for attending six of the activities during a given semester. This program allows for out-of-class faculty-student interaction.

d. Special Cafeteria functions: Once each semester each resident hall has a special dinner in the private student dining room. Japanese dinners; Hawaiian night; ice-cream socials; Halloween, Thanksgiving, Christmas and other holiday dinners; snacks during exams week and dinners for various student organization groups, are commonplace.

e. RD and RA Resident-Hall Programming: Each RD and each RA are responsible for developing a social and an educational program for their resident unit each semester. Some of these functions involve a single floor, the entire dorm or the entire campus. Some of the programs are solely social in nature such as a dance in a dorm lobby, while others are educational such as alcohol awareness week, AID awareness, and birth control seminars.

f. Special Functions: Special functions include parents' weekend, alumni weekend (in conjunction with homecoming weekend), Christmas tree lighting, music performances and others.

g. Sports: Brevard College competes in the Western Carolina Junior College Conference in region ten under the auspices of the National Junior College Athletic Association. Brevard field teams in men and women's basketball, women's tennis, men and women's soccer, men and women's cross country and track (indoor/outdoor). We have been men's conference soccer champions for several years and have been the national cross-country champions for five years out of the last six. We have produced 145 All-American certificates. These activities contribute to the college spirit and student social interaction.

h. Faculty Interaction: Faculty are involved in out-of-class social interaction with students in orientation, social activities, intra-murals, life and culture program and sports functions.

2. PEER FRIENDSHIPS

Peer relationships are enhanced by all of the extracurricular activities outlined above. In addition these relationship begun during orientation are enhanced by participation in S.G.A., RA selection and training and a peer counseling course.

C. CONCEPT OF A LEARNING ENVIRONMENT

Creating an environment which supports learning is possible through a well designed orientation program emphasizing group unity, and mutual respect and responsibility; through resident-hall programming which emphasizes social responsibility and an educational approach to contemporary social problems; and through a disciplinary system called the Uniform Guidelines.

UNIFORM GUIDELINES

The disciplinary system of Brevard College has a dual purpose: to define, describe and deal with unacceptable student behavior, by imposing sanctions and to develop an educational approach to the disciplinary process.

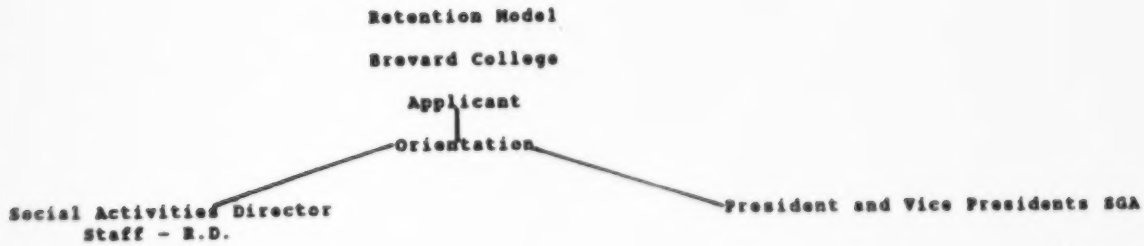
D. SPECIAL ADMISSIONS PROGRAMS

A special admissions program has been developed for basic studies and provisional admissions students. As Brevard is forced to "dip into" the tier of lower selectivity, the academic and social segments of the enrollment management system must address different and special academic and social needs. Thus Brevard admits students of less predicted ability but screens them as to attitude and motivation and requires of them additional preparatory work. The College must also be responsive to each student's specific need and attempts to do so with academic supports, small classes and personal advising by faculty.

Diagram IV

Retention Model

Brevard College



Peer Friendships/Learning Environment

- -Orientation
- -Peer Counseling course
- -R.A. selection and training
- -S.G.A.
- -Uniform Guidelines

Extra Curricular Activities

- -Social Activities
- -Intramurals
- -Life and Culture Program
- -Special Cafeteria Functions
- -RD and RA Resident-Hall Programming
- -Special Functions
- -Sports
- -Faculty interaction

Intervention (Referral)

- -RD/R.A. Trouble-Shooting
- -How are you doing questionnaire
- -Uniform Guidelines

Social Integration

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